

# JUST WANNA BE WITH YOU

Words and Music by ANDY DODD  
and ADAM WATTS

Moderately slow

Musical score for "Just Wanna Be With You" featuring piano and guitar parts. The score includes lyrics for Troy, Gus, and Troy & Gabriella. Chords indicated are C, Dm, Gsus, C/E, and Dm.

**Troy:** I got a lot of things  
I have to do. All these dis-trac-tions,

**Troy & Gabriella:** our fu-ture's com-ing soon. We're be-ing pulled a

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hun - dred dif - fent di - rec - tions, — Troy: but what - ev - er hap - pens, I  
C/E Dm

Both: know I've got you. — Troy: You're on \_\_\_\_ my mind, — you're in \_\_\_\_ my heart.  
Moderately fast

Both: It does - n't mat - ter where we are: — Troy: We'll be al - right, —  
B/D# D A/C# D

e - ven if we're miles — a - part. Both:  
B/D# D Dm

8vb














All I wan - na do \_\_\_\_\_ is be \_\_\_\_\_  
 — with you, \_\_\_\_\_ be \_\_\_\_\_ with you. \_\_\_\_\_  
 There's noth - in' we can't do. \_\_\_\_\_ I just wan - na be \_\_\_\_\_  
 — with you, \_\_\_\_\_ on - ly you. \_\_\_\_\_ No mat - ter where \_\_\_\_\_

4



— life takes — us, noth - ing can break — us a - part. —



To Coda



— Troy: You know it's true. Both: I just wan - na be with — you. —



C  Dm 
 Troy: You know how life \_\_ can be; it chang - es o - ver - night. \_\_

C/E  Dm  Gsus 
 Both: It's sun - ny, then rain - ing, \_\_ but it's \_\_ al - right. \_\_

C  Dm 
 Gabriella: A friend like you \_\_ Both: al - ways \_\_ makes it eas - y. \_\_

C/E  Dm 
 Troy: I know that you get me Both: ev - er - y time. \_\_



Through ev - 'ry up, — through ev - 'ry down, — you know I'll al - ways be — a - round. —

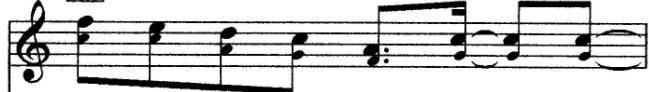


— Through an - y - thing, — you can count — on me. —



D.S. al Coda

CODA F



Both: I just wan - na be with — you. —



— I just wan - na be with you.

*molto rit.*

# HIGH SCHOOL MUSICAL

Words and Music by MATTHEW GERRARD  
and ROBBIE NEVIL

Fast Rock

**Piano Part (Top Staff):**

- Key: G major (indicated by a sharp sign)
- Time: 4/4
- Tempo: Fast Rock
- Instrumentation: Piano (indicated by a piano icon)
- Notes: The piano part consists of chords and bass line. Chords shown include G, C, G, C, G, F.

**Guitar Part (Bottom Staff):**

- Key: G major (indicated by a sharp sign)
- Time: 4/4
- Tempo: Fast Rock
- Instrumentation: Acoustic guitar (indicated by a guitar icon)
- Notes: The guitar part consists of chords and strumming patterns. Chords shown include G, C, G, C, G, F.

**Lyrics (Male Vocal Part):**

Male: Look- in' for-ward from cen-  
(8vb)  
- ter stage to grad - u - a - tion day, time to get \_\_\_\_ the fu - ture start - ed.  
(8vb)

Both:  
Female: When we leave, what we take \_\_\_ with us, no mat - ter what, Female: it's some-  
(8vb) - thing we're a part of. We learned \_\_\_ to fly \_\_\_ times,  
(8vb) -  
Both: to - geth - er, side \_\_\_ by \_\_\_ side. \_\_\_  
Both: so why \_\_\_ leave them \_\_\_ be - hind? \_\_\_  
I just hope the rest of \_\_\_ my life \_\_\_  
Why can't the rest of \_\_\_ my life \_\_\_

F x 1013fr Eb x 1013fr Bb x 1013fr

Female: will feel as good as my *All: high* school mu - si - cal. } Who  
 Female: feel — like — my *All: high* school mu - si - cal? }

F x 1013fr C x 1013fr

says we have to let it go? — It's the best part we've ev -

Bb x 1013fr F x 1013fr C x 1013fr

- er known; — step in - to the fu - ture, — but hold on to

Eb x 1013fr Bb x 1013fr F x 1013fr

high school mu - si - cal. — Let's cel - e - brate — where we -



G F G C  
 - ten it, *Male:* and now we have a chance to. *Female:* But some - day we'll be look -  
 (8vb)

G C G F  
 - ing back. *Mem - o - ries* we'll have of the songs that we lived through. *Both:*  
 (8vb)

CODA  
 F C  
 — *Both:* Now we fi - nal - ly re -  
 —

G D F  
 - al - ize *Female:* who we are. It just took some time. —

Both: We had to live, and to learn — to see — the truth, —

that noth-ing's ev - er im - pos - si - ble. —

In - to the fu -ture we all — free fall — and pray for - ev - er we'll al -

- ways have — high school. —

G  Bb 
  
*Male:* Time to par - ty, now cel - e - brate, *Female:* 'cause the

world's one big stage, *Male:* but an - y part you want can — be yours.

D  G 
  
*Female:* Ev - 'ry - bod - y sing, *Both:* yeah. *Male:* And the

show is nev - er gon - na close. *Female:* It's what got us here, we know.

Both: High school lives on for - ev - er - more. *All:*

Boys: high school *Girls: (High school)* *All: mu - si - cal.*

High school

mu - si - cal. Who says we have to let it go?

Eb  Bb  F 

It's the best part we've ev - er known; — step in - to the fu - ture, —

C  Eb  Bb 

but hold on to high school mu - si - cal. — Let's

F  1 C  Eb 

cel - e - brate where we come from, — the friends who've been there all

Bb  D 

— a - long, — oh yeah. —

2 C Cm7 Bb/D

come from. — Girls: All to - geth - er makes it bet - ter.

Eb6 Bb/D Cm7

Boys: Mem - o - ries that last for - ev - er. All: I want the rest of

Bb/D Ab

my life to feel just like a

Eb6 Bb/Eb Eb6 Bb

high school mu - si - cal.

rit.

# WE'RE ALL IN THIS TOGETHER

(Graduation Version)

Words and Music by MATTHEW GERRARD  
and ROBBIE NEVIL

Moderately slow

Musical score for "WE'RE ALL IN THIS TOGETHER" (Graduation Version). The score consists of two staves: a treble clef piano staff and a bass clef bassoon staff. The key signature is F major (one sharp). The tempo is moderately slow. The score includes lyrics for females and males, with specific chords indicated above the staff (G, C/G, G7sus, F, E♭, etc.). The piano part includes dynamic markings (mp) and performance instructions (e.g., \*Recorded a half step lower). The bassoon part provides harmonic support with sustained notes and bassoon-specific markings (e.g., 3f).

*Females:* To - geth - er, to - geth - er,  
to - geth - er, ev - 'ry - one. To - geth - er, to - geth - er,  
come on — let's have some fun.

*Males:* Here and now, it's and  
Males: We're all here,

\*Recorded a half step lower.

time for cel - e - bra - tion. — We fi - n'ly fig - ured out, —  
 speak - ing out with one voice. — We're gon - na rock the house, —

— that all our dreams now  
 The par - ty's on;

have no lim - i - ta - tions; — that's what it's all a - bout. —  
 ev - 'ry - bod - y, make some noise. Come on \_\_\_\_\_ scream and shout. —

Female: Ev - 'ry - one \_\_\_\_\_ is  
 Female: We've ar - rived \_\_\_\_\_ be -

Eb  Bb  To Coda  F

spe - cial in their own way; — we make each oth - er strong. —  
 cause we stuck to - geth - er, —

Eb  F 

— We're not the same; — we're

Eb  F  Eb 

dif - frent in a good way. — To - geth - er's where we be - long. —

F  G  D/F# 

All: We're all in this to - geth -



4

Em G/D C G/B  
 - er; once we know that we are, we're all stars,  
 C/E D/F# G D/F#  
 and we see that. We're all in this to - geth -  
 Em G/D C G/B  
 - er; and it shows when we stand hand in hand,  
 C/E D/F# F(add2)  
 make our dreams - come - true.

G C/G  
 To - geth - er, to - geth - er, to - geth - er, ev - 'ry - one.  
 To - geth - er, we're there for each oth - er ev - 'ry time.

G7sus 1 C/G  
 To - geth - er, to - geth - er, come on, let's have some fun.  
 To - geth - er, to - geth - er,

2 D.S. al Coda  
 C/G F  
 come on, let's do this right.

CODA F  
 cham - pi - ons one and all.

F G  
 All: We're all in this

D/F# E♭

Proveedor: Sheetmusicdirect.com para Cardenio Martinez Pereda (camape75@yahoo.es). Pedido #706134. Copias Compradas: 1

Em G/D C G/B  
 - er; once we know that we are, we're all stars,  
 C/E D/F# G D/F#  
 and we see that. We're all in this to - geth -

Em G/D C G/B  
 - er; and it shows when we stand hand in hand,  
 C/E D/F# E  
 make our dreams come true.

B C#m A

All in this to - geth -

E B Amaj7

- er, to - geth - er. \_\_\_\_\_

D G/D Am7/D

We're

G D/F# Em G/D C G/B

all in this to - geth - er; once we know that we are, we're all stars, all in this to - geth - er; when we reach, we can fly, know in - side



and we see \_\_\_ that. We're all in this \_\_\_ to - geth - er; and \_\_\_ it shows  
we can make \_\_\_ it. We're all in this \_\_\_ to - geth - er; once \_\_\_ we see



when we stand hand in hand, make our dreams \_\_\_ come... We're  
there's a chance that we have,



and we take \_\_\_ it. We're all in this \_\_\_ to - geth - er, \_\_\_\_\_

all, \_\_\_\_\_



all in this \_\_\_

to - geth - er. \_\_\_\_\_

# WALK AWAY

Words and Music by  
JAMIE HOUSTON

Moderately

The sheet music for "WALK AWAY" is arranged in four staves. The top staff is for the vocal part, starting with a dynamic of *mf*. The vocal line includes lyrics such as "I guess I should have known bet -", "I real - ly wish I could blame -", "ter you, to be - lieve but I know in that it's no one's change fault.", and "I let my heart and for - ev - Cin - der - el - la with no \_\_\_\_". The middle staff is for the guitar, showing chords in D, Am11, Csus2, Gsus2, D, Am7, Csus2, G, and D. The bottom staff is for the bass part. The music is in 4/4 time with a key signature of one sharp. The tempo is moderately.

Csus2



G



er, \_\_\_\_\_ shoe \_\_\_\_\_ and a prince n'ly learned each oth - er's name. \_\_\_\_\_

that does - n't know he's lost. \_\_\_\_\_

Gm7



D7



This I tell my - self \_\_\_\_\_ this time \_\_\_\_\_ is dif -

emp - ti - ness feels \_\_\_\_\_ so \_\_\_\_\_ fa - mil -

f rent.  
iar.

No good - byes, \_\_\_\_\_ 'cause I \_\_\_\_\_ can't bear  
Each good - bye, \_\_\_\_\_ just \_\_\_\_\_ the same

to old  
say 'em.  
song. —

I'll nev - er sur - vive \_\_\_\_\_ the one \_\_\_\_\_

that's com -  
sur - ren -

Gm7



D7



C

in' der, if I stay, 'cause I'm gone. oh no. You know I'm gone. } Just walk a - way

N.C.

D

— oh, and don't look back, 'cause if my heart breaks -

A

— it's gon - na hurt so — bad. You know I'm strong,

Bm

— but I can't take that Be - fore it's too late,

D/C

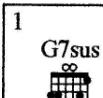


oh, just walk a - way. —



(Walk, walk, walk a - way.)

Ooh, — just walk a - way. —



N.C.

(Walk, walk, walk a - way.) —



(Walk, walk, walk a - way.) —

Just walk a - way. —

Bm7  D/C 

I've got to let it go, oh,

Bm7  D/C 

start pro - tect - ing my heart and soul,

Em  Bm 

'cause I don't think I'll sur - vive a good - bye a - gain,

C  N.C.

not a - gain. Just walk a - way,



 E       B

— oh, and don't look \_\_ back, \_\_ 'cause if my heart breaks

 E       B

— it's gon - na hurt so \_\_ bad. \_\_ You know I'm strong,

 C#m       E/D

— but I can't take \_\_ that \_\_ Be - fore it's too late,

 F#m       Asus2

just walk a - way.

 E       B

E G  
 (Walk, walk, walk a - way.) Walk a - way, walk a - way, yeah. —  
 8vb  
 A C  
 (Walk, walk, walk a - way.) Walk a - way, walk a - way.  
 E G  
 (Walk, walk, walk a - way.) Walk a - way, walk a - way.  
 8vb  
 A C  
 (Walk, walk, walk a - way.) Walk a - way, walk a - way, oh, — no.  
 rit.

# CAN I HAVE THIS DANCE

Words and Music by ADAM ANDERS  
and NIKKI HASSMAN

Moderately slow, in 1

C5

C5/B

Fsus2

Gsus

*Gabriella: Take my*

Fsus2

Gsus

2

 C
  C/B

eyes locked on mine, \_\_\_\_\_ and let the

 Fsus2
  G(add4)

mu - sic be your guide. \_\_\_\_\_ Troy: Won't you

 Am7
  C/F
  Gsus

prom ise me me that you'll we'll keep  
 Gabriella: (Now won't you prom - ise me that you'll nev - er for - get \_\_\_\_\_)

 Am7
  F
  Bb

danc - ing, wher - ev - er we go \_\_\_\_\_ next?  
 to keep danc - ing, wher - ev - er we go \_\_\_\_\_ next?) Both: It's

like catch - ing light - ning, the chanc - es of find - ing some - one -

C/D

C/E

Fmaj9

G

Gsus

C

like you. It's one in a mil -

C/D

C/E

Fmaj9

lion, the chanc - es of feel - ing the way -

G

Am7

C/F

we do. And with ev - 'ry

4

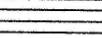
G  Am7  C/F 

step to - geth - er, we just keep on

Bb(add2) 

get - ting bet - ter. *Gabriella:* So can I have *Troy:* (Can I have this dance?)

Csus  C 

To Coda 

dance?) *Both:* Can I have this \_\_\_\_\_ dance? \_\_\_\_\_

Csus  C  C/B 

*Troy:* Take my hand; I'll take the lead,

and ev - 'ry turn will be safe — with me.  
 Fsus2 Gsus

Don't be a - fraid, a - fraid to fall.  
 C C/B

You know I'll catch — you through — it all.  
 Fsus2 G(add4)

And you can't — keep Gabriella: (E - ven a us thou - sand a miles a - part, can't —  
 Am7 C/F Gsus

Am7  F  Bb 

keep us a - part, \_\_\_\_\_ 'cause my heart is wher - ev - er you —  
 'cause my heart is wher - ev - er you —

D.S. al Coda

CODA Csus2  C  Gm7 

Gabriella: Oh, \_\_\_\_\_ no moun - tain's too

Bb(add2)  Dm7 

high, and no \_\_\_\_\_ Both: o - cean's too wide, — 'cause to - geth - er or — not, —

C  Gm7 

our dance won't stop. Gabriella: Let it rain, Both: let it

Bb(add2) 

Dm7 

pour; what we have is worth - fight-ing for. You know I be - lieve -

Bb 

Bb maj7(no3) 

Bb6 

that we were meant to be,

Bb sus2 

C 

C/D 

yeah. It's like catch - ing light - ning, the chanc - es of find -

C/E 

Fmaj9 

G 

ing some - one like you.

Gsus  C  C/D 

It's one in a mil - lion, the chanc - es of feel -

C/E  Fmaj9  G 

ing the way we do.

Am7  C/F  G 

And with ev - ry step to - geth - er,

Am7  C/F  G 

we just keep on get - ting bet - ter.



Bb(add2) 

Gabriella: So can I have this *Troy: (Can I have this dance?)* Both: Can

Csus  C  Csus2 

I have this *dance?* Gabriella: Can

C  Bb  C/Bb  Bb 

I have this *dance?* Both: Can I have this *\_\_\_\_\_*

Csus  C  Csus2  C 

*\_\_\_\_\_* dance? 

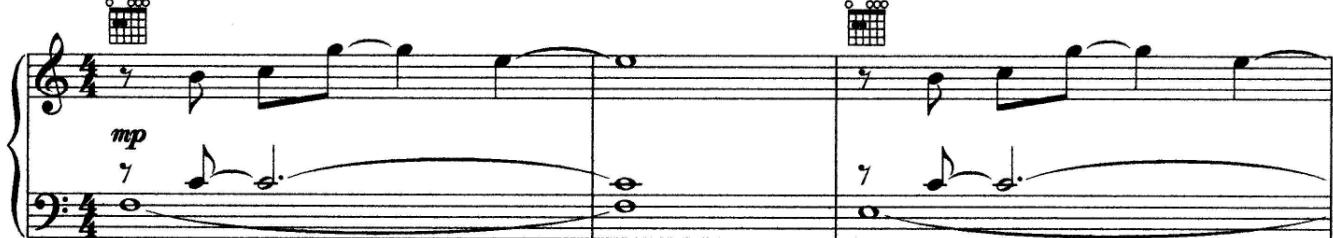
  

# RIGHT HERE RIGHT NOW

Words and Music by  
JAMIE HOUSTON

Moderately fast

Cmaj7/E



Fsus2(add#4)

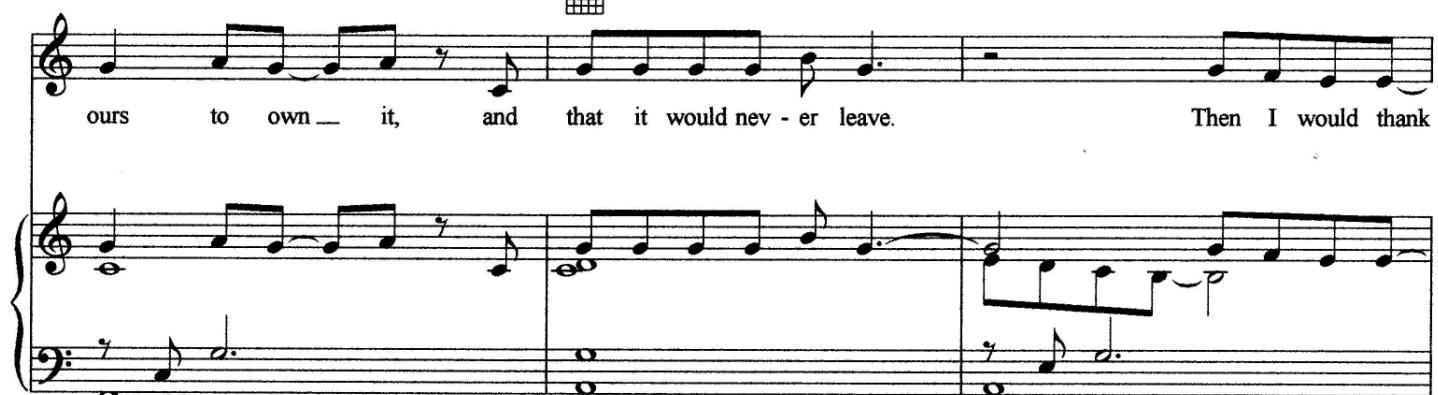


Cmaj7/E

C/F



Am11



2

Dm11  C/E  C/F 
  
 — that star — that made our wish come true. —

Dm11  C/E 
  
 'Cause he knows that where you are is where I should be too. —

Fmaj9#11  F(add2)  C 
  
 Right here, —

C/F 
  
 right now, — I'm

Am11  
F(add2)  


look - ing at you, and my heart \_\_ loves the view, \_\_ 'cause you mean ev - 'ry - thing.

Gsus  
G  
C  


Right here, \_\_ I prom - ise you

C/F  
Am11  


some - how \_\_ that to - mor - row can wait for some

F(add2)  
Gsus  
G  


— oth - er day \_\_ to be,

Troy & Gabriella:  
but right now \_\_ there's you \_\_ and me \_\_

C/F

Csus2/F

Fsus2(add $\#$ 4)*Gabriella:* If this were for - ev - er,

Am9

what could be bet - ter? We've al - read - y proved \_ it works. But in two

Fmaj7

— thou - sand one — hun - dred twen - ty - three hours, Both: a

Am9

Dm9  
3frbend in — the u - ni - - verse — *Gabriella:* is gon - na make ev - 'ry - thing — in —

C/E  C/F 
  
 — our whole world change, \_\_\_\_\_ and you know that where

Dm9  C/E  Fmaj9#11 
  
 — we are \_\_\_\_\_ will nev - er be the same, \_\_\_\_\_  
*Both:*

Gsus  G/C  C 
  
*Gabriella:* oh, no. \_\_\_\_\_ *Both:* Right \_\_\_\_\_ here, \_\_\_\_\_

G/F  C/F  Am11 
  
 right \_\_\_\_\_ now, \_\_\_\_\_ *Gabriella:* I'm look - ing at you, and my heart

F(add2)

Gsus

G

— loves the view, — 'cause you mean ev - 'ry - thing.

Both: Right here, — Gabriella: prom - ise you some — how -

Am11

— to - mor - row can wait — for some — oth - er day — to be, —

Fmaj9#11

Gsus

G

Both: but right now — there's you — and me. —

D9  2f

D9/A  2f

Fsus2 

*Gabriella:* Oh, we know — it's com - ing, and — it's com - ing fast. *Troy:* There's al -

D9/F#  2f

D9/A 

- ways you — and me. *So let's make* — ev - 'ry sec - ond last,

Fsus2  2f

G(add4) 

Csus2 

*Gabriella:* make it last. *Troy:* Right here, (make it last.)

Csus2/F 

*Gabriella:* oh, right now, *Troy:* yeah, I'm

8 Am11

Gabriella: look - ing at you \_\_\_\_\_ and my heart \_\_\_\_\_ loves the view \_\_\_\_\_ Troy: 'cause

C/F Gsus G G/C

Both: you mean ev - 'ry - thing. Right here.

C/F

Troy: I prom - ise you some how how) Gabriella: (I prom - ise you some

Am11

that to - mor - row can wait Gabriella: for some

Fmaj13#11

— oth - er day — to be, *Troy:* but right now —

Gsus G C/F Gsus G

— there's you — and me, *Gabriella:* (You — and me, — you — and me. —

C/F G(add4) Fmaj9#11

— you and me.) — But right now — there's you — and me. — (You — and me.) —

rit. L.H.